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ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing ethical behavior. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) exercising integrity and good judgement (maintaining confidentiality, maintaining loyalty, and demonstrating honesty); (2) respecting property (caring for buildings and caring for equipment and furniture); and (3) following company rules (following company policies and procedures and cooperating with organization and union to resolve conflicts). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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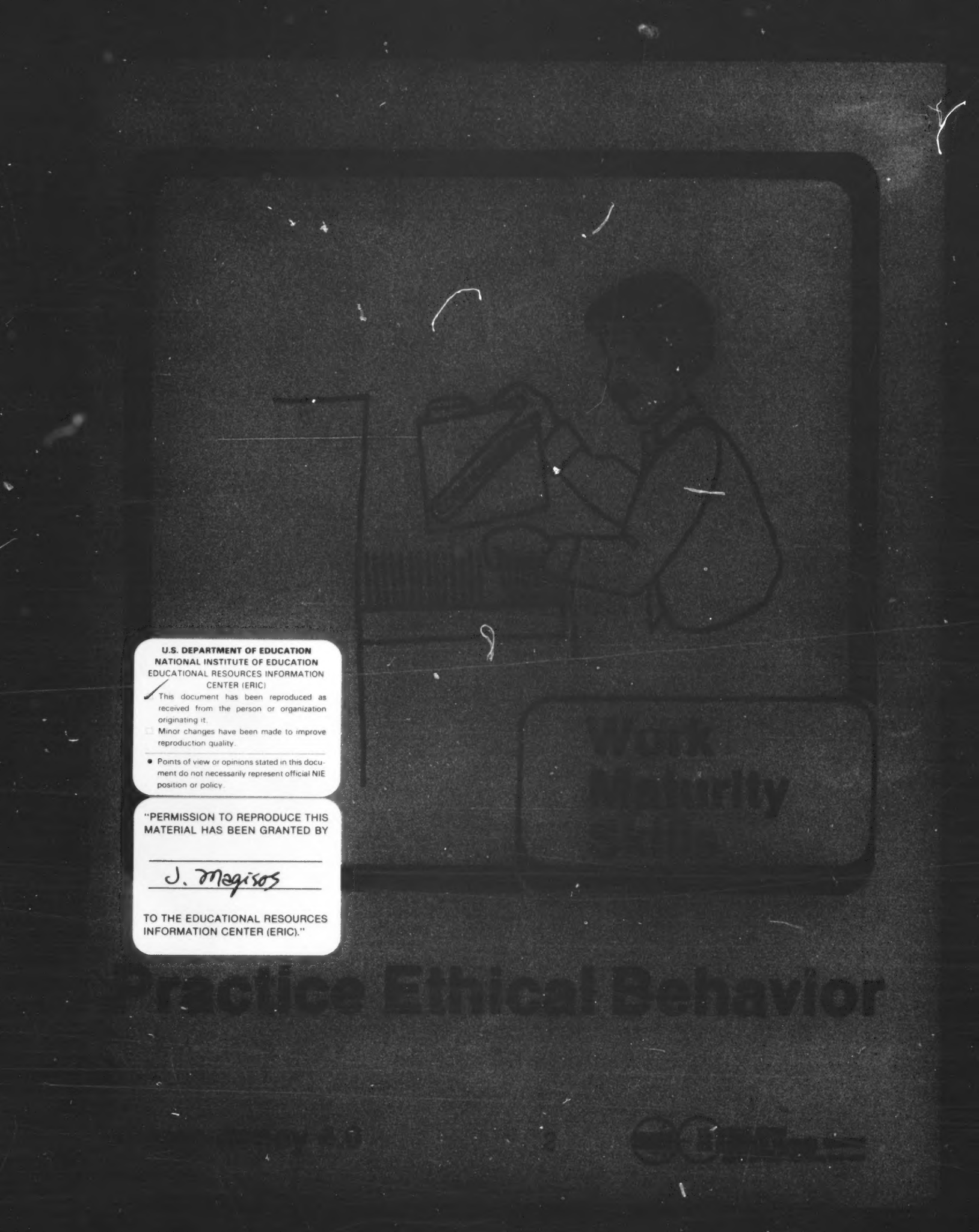

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COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01A: Maintain Confidentiality

Performance Objective: *Given certain job-related facts, the learner will be able to maintain confidentiality to the satisfaction of the instructor.*

STEP 1. Find out the types of facts that must be kept confidential (private).

a. Talk with an employer or supervisor. Or talk with a person who works in a job you might like. Ask about the kinds of facts that must be kept private.

b. Find out if there are any state or local rules about privacy in the job.

c. Make a list of information that must be kept confidential.

STEP 2. Find out reasons for maintaining confidentiality.

a. Compare your lists with several participants. Compare the types of facts that must be kept private.

b. Discuss reasons why it is important to keep such facts confidential. Include your instructor in this discussion. Ask your instructor to invite employers to your class to discuss this issue.

c. Record the reasons on your lists from STEP 1.

STEP 3. Plan ways to protect the rights of customers, supervisors, and co-workers.

a. Discuss ways to answer phone requests. Discuss ways to keep from telling confidential facts.

b. Discuss ways to behave in social settings . . . among family and friends. Discuss ways to keep from gossiping.

c. Discuss ways to maintain confidentiality on the job.

d. Make a list of rules you could follow to maintain confidentiality in each situation noted above.

e. Show all your lists to your instructor.

STEP 4. Demonstrate your ability to maintain confidentiality.

a. Select a partner.

b. Ask the partner to try to get the following facts from you.

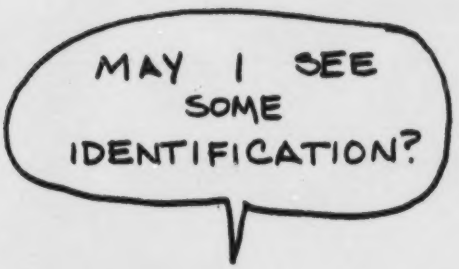
- the company sales figures ($176,000)
- the telephone number of Mr. Stone, the owner (423-1967)
- whether or not Ms. Fisher is married (She is not.)

c. Role play methods you would use to protect others . . . the business, the owner, a co-worker.

d. Reverse roles. Try several different ways to get the facts. Use the telephone, a social gathering, a lunch hour.

e. List other strategies for keeping information confidential.

f. Now, role play the situation for your instructor. Show methods you use to keep facts confidential.



STEP 5. Follow the correct procedure for releasing information you are authorized to release.

a. Check the identification of the person requesting the information.

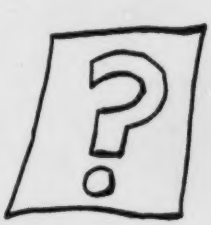
b. Make sure that person is authorized (legally allowed) to receive the facts.

c. Make sure the information is complete and accurate.

d. Keep your voice low so other people cannot hear you.

e. Role play another situation with a partner. Practice following the procedures listed above (a to d). Ask your instructor to observe.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01A: Maintain Confidentiality

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out the types of facts that should be kept confidential?	☐
☐	2. Find out reasons for maintaining confidentiality?	☐
☐	3. Plan ways to protect the rights of customers, supervisors, and co-workers?	☐
☐	4. Demonstrate your ability to maintain confidentiality?	☐
☐	5. Follow correct procedure for releasing information you are authorized to release?	☐

Instructor_____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01B: Maintain Loyalty

Performance Objective: *Given certain guidelines, the learner will be able to demonstrate loyal behavior to the satisfaction of the instructor.*

STEP 1. Avoid spreading rumors.

a. Find out how rumors can affect a company, its workers, and customers. Do Part 1 of Worksheet 4.01B.

b. Plan ways to avoid spreading rumors. List five rules that will help you. List them on Part 2 of Worksheet 4.01B.

c. Practice your ability to avoid spreading rumors. Follow the rules you listed.

d. Discuss your progress regularly with your instructor. Find out the times you are most tempted to gossip.

e. Plan additional ways to help you avoid temptation to gossip. List these ways on the worksheet. Follow your plan.

STEP 2. Avoid criticisms and judgments about office or shop procedures.

a. Identify the good and bad aspects of office or shop procedures. Do Part 3 of Worksheet 4.01B.

b. Discuss concerns with your supervisor or instructor.

c. Find out reasons for certain procedures. List them on the worksheet.

d. Learn if any procedures can be changed or altered; and, if so, how.

e. Accept the things you cannot change. Recognize how the procedures benefit some of the workers.

STEP 3. Avoid criticisms and judgments about other people.

a. Respect the rights of your instructor or supervisor and the people you serve.

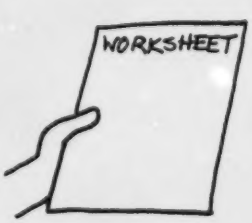
b. Do not interfere in another person's work if you are not the supervisor.

c. Give suggestions, NOT orders. Give them to the person involved. Do not criticize! Do not behave as an authority! Do not talk about the person behind his or her back.

d. Discuss important issues or concerns with your instructor or supervisor.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary . . .

WORKSHEET 4.01B

Part 1

A. Identify four ways that rumors can affect people and their work.

1.

2.

3.

4.

B. Get two or three other participants. Role play people who are involved in a rumor situation. Make up any situation you want.

C. Meet with your instructor and several participants. Discuss ways in which rumors could affect . . .

1. the way you do your job
2. the way others do their jobs
3. the quality of work that is done
4. the people you serve--your customers
5. the way people feel about you

Part 2

List five rules that will help you to avoid spreading rumors. Discuss your ideas with other people.

1.

2.

3.

4.

5.

Part 3

- Think about the procedures used in your training program or in your office, shop, or other place of work. For example:

  "How do you receive memos about meetings?"
  "How do you record hours worked?"

List several good points about the ways things operate.

1.

2.

List the procedures you do not like. Explain why you dislike the procedures.

Do they make your job more difficult?
Why?

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01B: Maintain Loyalty

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Follow steps to avoid spreading rumors?	☐
☐	2. Follow steps to avoid criticisms and judgments about office or shop procedures?	☐
☐	3. Follow steps to avoid criticisms and judgments about other people?	☐

Instructor_____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01C: Demonstrate Honesty

Performance Objective: *Given a set of situations, the learner will be able to apply principles of honesty to the situations to the satisfaction of the instructor.*

STEP 1. Be truthful.

a. Always tell the truth in your dealings with the public. Don't promise things you cannot deliver.

b. Always be truthful with co-workers. Don't say you have completed a task when you haven't.

c. Always be truthful with your supervisors. Don't say you will work extra hours and then not do it.

d. Demonstrate your ability to practice honest behavior. Do Part 1 of Worksheet 4.01C.

STEP 2. Admit mistakes.

a. Find out the benefits of admitting mistakes. Discuss the issue with other participants. Discuss such questions as the following:

- Do other people usually know when you have made a mistake?

- What do you and other people think about persons who lie to others?

- How do you feel about people who admit their mistakes? Do you respect them? Do you ever make mistakes?

- How do mistakes help you to learn?

b. Describe the benefits of being honest about your mistakes. Write a paragraph in Part 2 of Worksheet 4.01C.

d. Apply honesty to your work situations. Complete Part 3 of Worksheet 4.01C.

STEP 3. Avoid taking company supplies, equipment, or funds for personal use.

a. Distinguish between stealing and not stealing. Do Part 4 of Worksheet 4.01C.

b. Find out some moral reasons for not stealing. Do Part 5 of Worksheet 4.01C.

c. Find out some legal penalties for stealing. Do Part 6 of Worksheet 4.01C.

d. Practice honest behavior.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

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WORKSHEET 4.01C

Part 1

Read the situations below. Circle the statements that are not truthful. Write one or two sentences to make the situations reflect truthful action.

Situation 1:

Avis Leeds is a salesperson. She talks with customers. She advises them about dress sizes. A customer who wears size 14 comes into the store. She likes a dress that is size 12. Avis says . . .

> "We have this dress only in size 12. However, why don't you get the size 12? Tight clothes are very becoming. They make you look thinner. Anyway, you will probably lose a few pounds soon."

Situation 2:

John Solen borrowed a book from his co-worker, Sara. Sara was not at her desk when John took the book. A week later, John realized he had lost the book. That same day Sara asked John if he had seen her book. John said "No."

Situation 3:

Fred's supervisor asked him to do a task. He asked him to write a report to the Jae Store. Fred said he would do it. But Fred got very busy. Anyway, he hates to write reports. So, Fred did not do the task.

Part 2

Write a paragraph. Describe the benefits of being honest about your mistakes.

Part 3

Describe a mistake you made in your work. (This could be in any kind of work: class work, housekeeping work, office work.) Describe what you did or should have done to deal honestly with the situation.

Part 4

Check the behavior that is called "stealing" in the list below. Use the key on page 24 to check your answers.

___ 1. Abe took a pen and some paper home from the office. He used the supplies to write letters to friends.

___ 2. Alice took several strips of copper tubing from the shop. She needed it to repair some plumbing at home.

___ 3. Adam took a drill home from the supply shed. He had to do some work for a customer who lives next door to him.

___ 4. Bonny took some art supplies from the office. She needed them to make her Christmas decorations.

___ 5. Jud took some carpentry supplies home. He goes to his construction site directly from home.

___ 6. Georgia took several pencils from her office desk. She gave them to her children. The company has many pencils. Georgia believes the company will never miss two pencils.

Part 5

Stealing costs companies many dollars each year. Employees do not always think about this. However, the public pays for these costs. That is because companies have to make enough money to cover their losses. So, they charge people more for their goods and services. Then they can pay for the extra expenses to replace stolen goods.

Estimate the losses several companies could have and then pass along to the public.

- List 5 items a person could take from a work setting.

COSTS

1.

2.

3.

4.

5.

- Find out the cost of replacing the items.
- Pretend a person would take the items at least once a month.
- Multiply the replacement cost by 12 (12 months).

Total Cost
x 12

- Then, pretend 1,000 workers in town take the same items at the same rate.
- Multiply the losses due to one person by 1,000. The final amount is the amount of loss other people will help pay for.

x 1000

Stealing can also cost the stealer his or her self-respect. How does stealing fit in with your values? with your parents' values? with your church's values? with values of people you respect?

Describe three ways in which you can behave honestly in your work (or home) situation.

Part 6

Laws protect companies from people who steal. These laws can be very strict. They can relate to stealing of "little" items like pens and pencils.

Find out the laws at the company where you work . . . or at a company where you would like to work. On a separate sheet of paper, list the penalties for stealing.

Key:

✓ 1.
✓ 2.
___ 3.
✓ 4.
___ 5.
✓ 6.

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.01: Exercise Integrity and Good Judgment

OPERATIONAL UNIT 4.01C: Demonstrate Honesty

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Exhibit truthful behavior?	☐
☐	2. Admit mistakes?	☐
☐	3. Avoid taking company supplies, equipment, or funds for personal use?	☐

Instructor_____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.02: Respect Property

OPERATIONAL UNIT 4.02A: **Care for the Building**

Performance Objective: *Given the use of a building,*

the learner will be able to identify and follow at least ten rules for building care

to the satisfaction of the instructor.

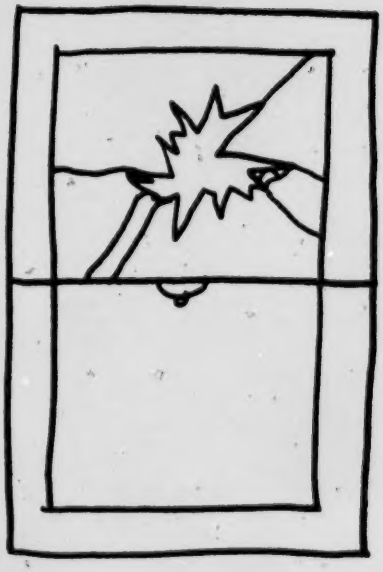
STEP 1. Find out why you should help care for a building you use.

a. Find out how building damage affects owners and renters. Do Part 1 of Worksheet 4.02A.

b. Find out how building damage affects people who use the building. Do Part 2 of Worksheet 4.02A.

c. Find out how building damage affects other people in the town. Do Part 3 of Worksheet 4.02A.

d. List six reasons why you should care for a building you use. Record your list on Part 4 of Worksheet 4.02A.



STEP 2. Find out how you can help take care of the outside of a building.

a. Find out who does maintenance on one building. Find this fact for the building where you work. Or find it for the building where you are taking this training program.

b. Find out the specific tasks done by the maintenance crew. Ask the person in charge of maintenance. List the tasks on a sheet of paper.

c. Find out if any extra maintenance is ever needed. Sometimes people who use the building create extra work. List the work on a sheet of paper.

d. Discuss ways you can help with building care. Ask a maintenance worker for some ideas. Discuss the issues with other participants.

e. List at least five ways you can help care for the building exterior. List on Part 5 of Worksheet 4.02A.

STEP 3. Find out how you can care for the inside of a building.

a. Find out the name of the custodian. (The custodian is the person who cares for the inside of the building.) Arrange to meet with the person.

b. Discuss the topic of building care with the custodian. Find out about the work in caring for . . .

- floors,
- walls, and
- fixtures.

c. Observe any damage done by people who use the building. Ask the custodian to show you some examples.

d. Discuss ways you can help with building care. Ask a custodian for some ideas. Discuss the issue with other pariticpants.

e. List at least five ways you can help care for the building interior. List on Part 6 of Worksheet 4.02A.

STEP 4. Follow rules to care for the building.

a. Read your five rules for caring for the exterior of a building. Read your five rules for caring for the building interior. (See Worksheet 4.02A.)

b. Follow the rules for building care whenever you use a building.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary . . .

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 4.02A

Part 1

Write three ways that building damage affects owners or renters. Talk with people who own or rent buildings in your town. (For example, ask for help from landlords, owners of the building you are in now, or owners of a community center.)

1.

2.

3.

Part 2

Write three ways that building damage affects people who use the building. Talk with other participants. Talk with supervisors or instructors. Talk with administrators.

1.

2.

3.

Part 3

List three ways that building damage affects other people in the community. Talk with business people. Talk with realtors. Talk with consumers.

1.

2.

3.

Part 4

List six reasons why you should care for a building you use.

1.

2.

3.

4.

5.

6.

Part 5

List at least five ways you can help care for the exterior of a building.

1.

2.

3.

4.

5.

Part 6

List at least five ways you can help care for the interior of a building.

1.

2.

3.

4.

5.

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.02: Respect Property

OPERATIONAL UNIT 4.02A: Care for the Building

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify six reasons why you should care for a building you use?	☐
☐	2. Identify at least five ways you can care for the exterior of a building?	☐
☐	3. Identify at least five ways you can care for the interior of a building?	☐
☐	4. Follow ten rules for building care?	☐

Instructor_____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.02: Respect Property

OPERATIONAL UNIT 4.02B: Care for Equipment and Furniture

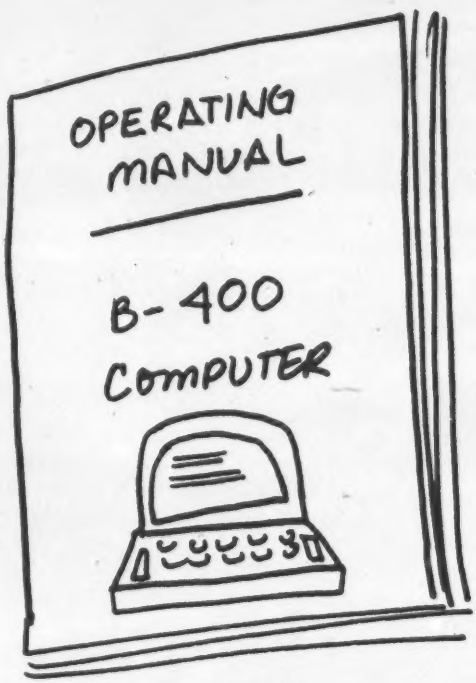
Performance Objective: *Given the use of equipment and furniture the learner will be able to follow rules for proper use and care of the items to the satisfaction of the instructor.*

STEP 1. Follow correct procedures for equipment use.

a. Read the operating manuals for equipment use. Ask your supervisor or instructor for the manuals if you do not have one.

b. Practice the correct use of each piece of equipment while under the supervision of a qualified person. Ask your instructor to arrange for you to work under such supervision. Or ask your supervisor to assign such a person to watch you.

c. Demonstrate proper use of the equipment. Follow each step in the manual. Ask the instructor or supervisor to approve your work.

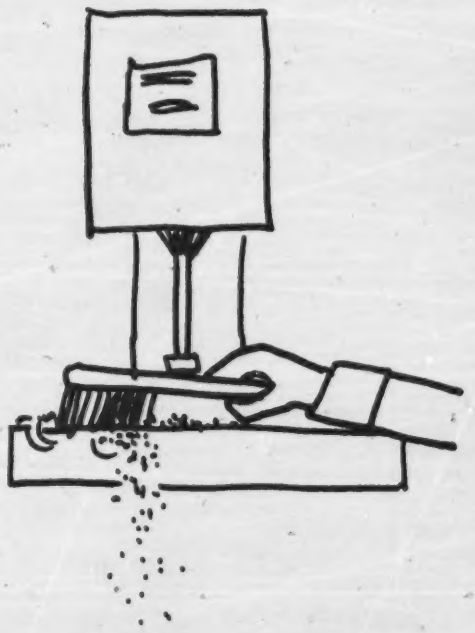


STEP 2. Avoid abuse or damage to equipment and furniture.

a. Find out the cost of repairing or replacing items. Identify ten items. Ask your instructor or supervisor for cost estimates. Or check prices at local stores.

b. Find out legal penalties for damaging equipment and furniture. Ask your instructor or supervisor for help.

c. List three ways you can avoid damaging equipment and furniture.



STEP 3. Follow instructions about the cleaning and care of equipment.

a. Read the operating manuals for the equipment you use.

b. Practice cleaning and caring for the equipment. Do this under proper supervision.

c. Demonstrate proper cleaning and care procedures. Show your instructor or supervisor. Ask him or her to approve your work.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.02: Respect Property

OPERATIONAL UNIT 4.02B: Care for Equipment and Furniture

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Follow correct procedures for equipment use?	☐
☐	2. Avoid abuse or damage to equipment and furniture?	☐
☐	3. Follow instructions about the cleaning and care of equipment?	☐

Instructor_____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.03: Follow Company Rules

OPERATIONAL UNIT 4.03A: Follow Company Policies and Procedures

Performance Objective: *Given a set of company policies and procedures,*

the learner will be able to follow the guidelines

to the satisfaction of the instructor.

STEP 1. Find out the personnel policies and procedures of a local company.

a. Select a local company. (Choose the company for which you work or would like to work.)

b. Get the company's policy and procedure manual. Ask someone in the Personnel Division. Or ask your instructor to get a copy for you.

c. Read about the policies and procedures regarding . . .

lateness,
absences,
time sheets,
vacations,
sick leave, and
rest breaks.

d. Record facts about the personnel policies and procedures. Do this on Part 1 of Worksheet 4.03A.

STEP 2. Find out the operating policies and procedures of a local company.

a. Get the operating manual of the company you chose in STEP 1.

b. Read about the policies and procedures for . . .

hiring,
firing, and
promoting.

c. Record these operating procedures on Part 2 of Worksheet 4.03A.

STEP 3. Demonstrate your ability to follow established rules.

a. Find out the policies and procedures for this training program.

b. Record the rules on the back of Worksheet 4.03A.

c. Follow the rules while you are in this program. Act as if you are "on the job."

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor for evaluation. Your instructor will observe your ability to follow rules during this program. He or she will advise you, if necessary.

42 After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 4.03A

Part 1

Record the facts you must know about the following:

Lateness:

Absences:

Time Sheets:

Vacations:

Sick Leave:

Rest Breaks:

Part 2

Record policies and procedures for the following:

Hiring:

Firing:

Promoting:

Policies and procedures for this training program:

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.03: Follow Company Rules

OPERATIONAL UNIT 4.03A: Follow Company Policies and Procedures

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out the personnel policies and procedures of a local company?	☐
☐	2. Find out the operating policies and procedures of a local company?	☐
☐	3. Demonstrate your ability to follow established rules?	☐

Instructor _____

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.03: Follow Company Rules

OPERATIONAL UNIT 4.03B: **Cooperate with Organization and Union to Resolve Conflicts**

Performance Objective: *Given a simulated work situation, the learner will be able to engage in collective bargaining and identify three benefits of compromise to the satisfaction of the instructor.*

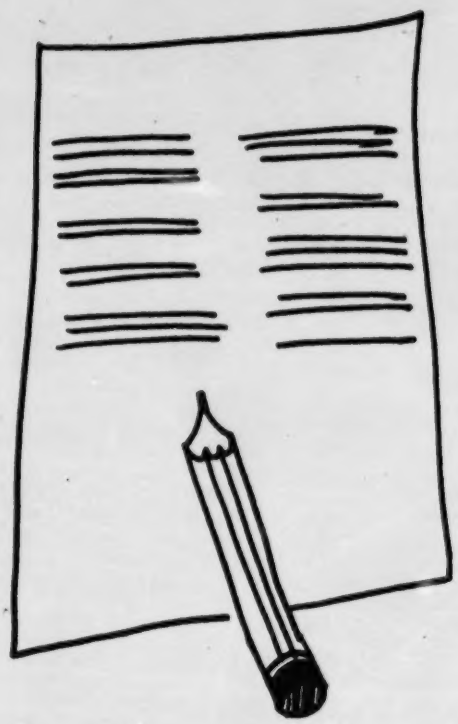
STEP 1. Identify possible conflicts between an organization and workers.

a. Read about organization needs. Read Part 1 of Worksheet 4.03B.

b. Read the list of things workers look for in their jobs. Read Part 2 of Worksheet 4.03B.

c. Draw a line between two areas of conflict. Do Part 3 of Worksheet 4.03B.

d. Discuss your worksheet with your instructor. Talk with other participants, too.



STEP 2. Identify reasons why it is important to resolve conflict.

a. Identify needs that are well-matched (compatible). Do Part 4 of Worksheet 4.03B.

b. Explain why compatible needs benefit both organization and worker. Do this on Part 5 of the worksheet.

STEP 3. Find out how organizations resolve their own conflicts.

a. Invite a member of a non-unionized organization to speak to your training class. Your instructor will help you.

b. Prepare a list of questions to ask him or her.

c. Ask questions of the visitor. Take notes.

d. Discuss the benefits of cooperation between company and workers.

e. Explain why you would like to work for a company that does not have a union. Write a short paragraph on Part 6 of Worksheet 4.03B.

STEP 4. Find out how unions help organizations and workers resolve conflicts.

a. Invite a union representative to speak to your training class.

b. Discuss ways in which unions give workers power.

c. Find out ways in which unions help effect compromise.

d. Explain why you would like to work for a company that has a union. Write a paragraph on Part 7 of Worksheet 4.03B.

STEP 5. Engage in collective bargaining.

a. Form a group with five other participants.

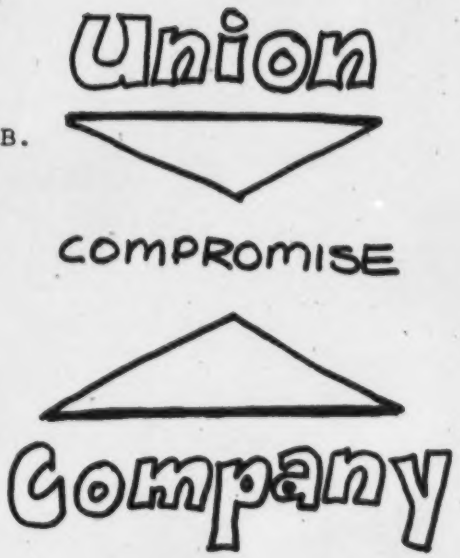
b. Form into two teams. Have three people in each team. Team 1 should be union officers. Team 2 should be company officers.

c. Read about the conflict situation described on Information Sheet 4.03B.

d. Present arguments. Read the facts on the information sheet. Team 1 should go first, then Team 2.

e. Try to reach a compromise that is good for both sides.

f. Make a list of the compromises you made.



STEP 6. Analyze the bargaining process.

a. Analyze your compromises. Do Part 8 of Worksheet 4.03B.

b. Identify ways of resolving conflict without help from labor unions. Do Part 9 of Worksheet 4.03B.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 4.03B

B & P Trucking Company

B & P is a trucking company in Chicago, Illinois. It employs twenty truck drivers. The drivers cover "X" number of miles each week. And they are paid by the mile.

B & P is having a bad year financially. It is a small company. It used to get much of its business because it charged less than large companies. However, this year gasoline prices have gone up. So B & P has raised its prices for interstate shipping. It did not raise its in-state rates. As a result of this, some of the old customers quit shipping with B & P. They felt the interstate prices were too high.

Now most of B & P's customers do local shipping. They hire the trucks to drive shorter distances. The truck drivers must drive through Chicago and its busy suburbs. They can't cover as many miles as they used to cover. And they are having more accidents.

B & P truck drivers are not making as much money as they did in the past. But they feel they are working just as hard as ever. They have a grievance.

The union has power in this company. It could call a strike. But B & P has another division in Iowa. It could call in workers from its Iowa plant.

Bargaining

Facts for the B & P Company officials:

1. B & P is losing money.

2. Gasoline costs have increased.

3. B & P has lost some old customers.

4. New customers have different needs.

5. B & P must cover less distance.

Facts for union officials:

1. Workers feel they should be making more money for their work.

2. Workers drive shorter distances with each load.

3. Workers don't like driving through large cities.

4. Workers believe they are having more accidents because they are forced to cover "X" miles with more city driving.

5. Workers want to strike if things do not change.

WORKSHEET 4.03B

Part 1

Organization Needs:

high income
low expense
efficient workers
creative work
high productivity
cooperative workers
mass production
quality work
low-cost operations
low staff turnover

Part 2

Worker Needs:

job satisfaction
social status
reasonable workload
little supervision
pleasant working conditions
high salary
job security
friendly co-workers
interesting work
safe working conditions
fringe benefits (insurance, vacation, retirement plan)
opportunities for promotion
control over work
recognition for good work
special working hours
short work week

Part 3

Get a pen. Draw a line between any two needs that could be in conflict. See the example above.

Part 4

Get a pencil. Draw a line between any two needs that are well matched (compatible).

For example, draw a line between quality work and job security. If workers give quality work, they are more apt to have job security. Thus, these needs are well matched (compatible).

Part 5

Explain why compatible needs benefit both--the organization and the workers.

For example: How does an organization benefit when workers give quality work? How do workers benefit when an organization gives job security?

Part 6

Explain why you would like to work for a company that does not have a union.

Part 7

Explain why you would like to work for a company that has a union.

Part 8

Answer and discuss the following questions:

1. Were the union demands reasonable?
2. Were the company's problems realistic?
3. What worker needs and organization needs were in conflict? Which ones were compatible?
4. Was the compromise good for both the company and the workers?
5. Were the officers for each pleased with the compromise? Why?

Part 9

Answer and discuss the following questions:

1. What could have happened if there had been no union to represent the workers?
2. How could the result have been the same or better?
3. How could things have turned out worse?

Evaluation Checklist

COMPETENCY 4.0: PRACTICE ETHICAL BEHAVIOR

TASK 4.03: Follow Company Rules

OPERATIONAL UNIT 4.03B: Cooperate with Organization and Union to Resolve Conflicts

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify possible conflicts between an organization's needs and a worker's needs?	☐
☐	2. Identify reasons why it is important to resolve conflict?	☐
☐	3. Find out how organizations resolve their own conflicts?	☐
☐	4. Find out how unions help organizations and workers resolve conflicts?	☐
☐	5. Engage in collective bargaining?	☐
☐	6. Analyze the bargaining process?	☐